

Inclusive Schools Network News

January 2010

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Inclusive Schools Network

"Supporting Inclusive Education Worldwide"

The Inclusive Schools Network (ISN) is a web-based resource for families, schools, and communities interested in the topic of inclusive education. This network has grown out of Inclusive Schools Week™, an internationally-recognized, annual event sponsored by Education Development Center, Inc. (EDC). In 2010, ISN will be expanding its capacity to offer new products, conferences, online events, and social networking opportunities.



Great things happen in inclusive schools™

ISN Resources:

Help ISN Identify Websites and Tools that Promote and Support Inclusive Education

The Inclusive Schools Network is always looking for new and interesting resources to add and discuss on our website. If you have any suggestions for a particular resource that you would like to see featured on the ISN website, email your suggestions to inclusiveschools@edc.org. We also encourage you to share your thoughts about these resources on our discussion forum, at: <http://inclusiveschools.org/forum>

To visit the Resources section of the ISN website, [click here](#)

Featured Event:

2010 Visions of Community Conference

The Federation for Children with Special Needs, along with co-sponsors the Early Intervention Parent Leadership Project, Massachusetts Families Organizing for Change, Family TIES of Massachusetts, Massachusetts Family Voices and the Family-to-Family Health Information Center, Massachusetts Parent Information and Resource Center, the Parent Training and Information Project, and the Parent/Professional Advocacy League, is excited to announce this year's Visions of Community conference will be held Saturday March 13, 2010 at the Seaport/World Trade Center-Boston.

The conference will feature a keynote presentation by Dr. Beth Harry, Professor of Special Education at the University of Miami. Professor Harry will speak about her current work, which focuses on teaching and research related to disability, as well as multicultural and family issues from her own experience as a professional and a parent of a child with special needs. Participants can also attend a range of workshops regarding topics such as early childhood, special education, transition to adult life, special health-care needs, managing challenging behaviors, mental health services and supports, inclusion, fostering friendships, accessible recreation, assistive technology, stress management for parents, parent leadership, and more.

For further information about the conference and to register, [click here](#).

Tip of the Month:

Impact of Parents on Student Success

This Tip of the Month comes from a workshop presentation done by Roxanne Hoke-Chandler, Massachusetts PIRC @ FCSN and Kim Hunt, President, Massachusetts PTA, at the 2009 Federation for Children with Special Needs' Vision of Community conference.

Research shows that parents have a major influence on a child's achievement. According to a handout prepared by the National Parent Teacher Association (PTA), when parents are involved, regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills, show improved behavior, graduate, and go on to postsecondary education.

Essential to achieving meaningful parental engagement is the parent-school-community partnership. The PTA, working with leading experts on parental involvement, developed and recently updated their six national standards that focus on what parents, schools, and communities can do together to support student success. These standards are: Welcoming All Families, Communicating Effectively, Supporting Student Success, Speaking Up for Every Child, Sharing Power, and Collaborating with the Community. For a description of the standards for Family-School partnerships, go to:

<http://fcsn.org/conference09/workshops/12presentation.pdf>

Most often, a result of a strong parent-school-community partnership is increased parent involvement at home. Two particular key practices that the PTA identified as supportive of learning are: 1) Modeling the value of learning, and 2) Expressing high but realistic expectations for achievement. The first practice sets an example for learning and the latter encourages learning and helps children develop self-efficacy. Here are some specific ways parents can support their children at home:

Model the Value of Learning:

- ❖ Set an example by reading at home and engaging in other learning activities.
- ❖ Play games together that require planning ahead and problem solving (e.g., Scrabble, Dominoes), rather than pure luck (e.g., The Game of Life).
- ❖ Communicate openly.

Express High but Realistic Expectations for Achievement:

- ❖ Encourage your child to work hard in school.
- ❖ Regularly discuss education, careers, life skills, and interests.
- ❖ Regularly affirm your child's personal worth through positive messages

To access the handout from the workshop presentation which includes other PTA recommended practices that parents can do to support learning at home, [click here](#)

A self-assessment tool for critically measuring parental engagement and its effect on children in and out of school, is a parent report card. This can also be accessed in the handout.

...And for more ideas on how to encourage and engage parents in a child's learning, check out the Family Involvement and Advocacy section of the Inclusive Schools Network website.

Resources:

Secondary Newcomer Programs in the United States: Exemplary Programs for Newcomer English Language Learners

The Center for Applied Linguistics (CAL) has published online a searchable database that includes profiles of more than 60 programs in 23 states that participated in the research study, "Exemplary Programs for Newcomer English Language Learners at the Secondary Level," during the 2008-2009 school year. The study was part of a program of research conducted by CAL for the Carnegie Corporation of New York.

Each program's profile provides information on student demographics, program design, instruction and assessment, student transitions, staffing, family connections, and social networks. All programs can be browsed by a specific term, including state, school level, program type, program length, and more.

To access the database, go to: <http://www.cal.org/CALWebDB/Newcomer/>. Additional programs are sought for participation. The link above will also direct you to where you can fill out the survey.

New Publication on Inclusive Early Childhood Education

The Institute on Community Integration (UCEDD) and Research and Training Center on Community Living recently published a newsletter entitled "Impact: Feature Issue on Early Childhood Education and Children with Disabilities". In this publication, the following issue is addressed: How can early childhood professionals and families provide quality, inclusive early childhood education for young children with and without disabilities? In its pages, parents reflect on their experiences with early childhood education and inclusion for children; researchers and practitioners discuss strategies for identifying and providing quality inclusive programs; and staff from inclusive early childhood programs around the country discuss their approaches. This issue is available online at <http://ici.umn.edu/products/impact/221/221.pdf>. Individuals may also receive a complementary print copy by contacting the Institute's Publications Office at 612-624-4512, or e-mailing icipub@umn.edu.

Inclusive Practices Around the World:

Scotland

["Inclusion and Equality"](#) is a website which was created by Learning and Teaching Scotland (LTS). LTS, which is funded by the Scottish Government, is the main organization for the development and support of the Scottish curriculum. A central feature on the website is a section dedicated to showcasing examples of effective and emerging practices in schools, as well as those led by local authorities and organizations across the country.

One particular practice highlighted on the website comes from the Dalry Primary

School in Edinburgh. The school currently has approximately 30 nationalities with approximately half the school population new to the English language. In an effort to provide a first-class Scottish education to all students within the school, Dalry has worked hard to find the most high quality resources available, including a staff who helps all children to feel proud of their heritage, yet valued and included. Consistent with the school's philosophy, which is "Scotland, One Nation, Many Clans" and "Dalry, One Clan, Many Families", the English as an Additional Language (EAL) service strongly believes in the model that children are supported best in their own classroom, surrounded by the comfort of familiar friends and staff. Classroom teachers have countless supports available, including Bilingual Support assistants from EAL, who help teachers meet students' individual needs. The school has also found that small gestures such as buying dual language books to express the value of cultural diversity, dual signposting in the school in main languages, and running heritage language classes can make a huge difference. To read more about Dalry Primary School, [click here](#).

Follow Us on Twitter!

To follow us on Twitter, click on the following link:
<http://twitter.com/ISchoolsNetwork>

Support Inclusive Schools Network and Inclusive Schools Week!

Here's how YOU can make a difference:

Your purchase of products or tax-deductible contribution supports the work we are doing to support families, schools, and communities around the world to create awareness, build knowledge, and encourage systems change toward more inclusive educational opportunities for all children. We are a nonprofit, 501 (c) (3) organization, and we are extremely grateful for your support!

ISN products are available for purchase online! Use these items, including Celebration Kits, posters, pencils and much more, to promote your 2009 Inclusive Schools Week celebration and to raise awareness about inclusive educational practices throughout the year. This year, ISN is delighted to be collaborating with the Federation for Children with Special Needs, who will host the official online store for ISN products. To view these products, order online, or download a PDF order form, please visit our new **[Products Page and Secure Online Order Form](#)**:

<https://fcsn.org/inclusiveschools/orderform.html>

Click here to **[download a contribution form](#)** and make a donation today:

<http://www.inclusiveschools.org/files/Contribution%20Form.pdf>